DOCUMENT RESUME

ED 092 921 CS 001 201

| | |
|---|---|
| AUTHOR | Berty, Ernst |
| TITLE | Evaluation Report of the West Virginia Right to Read Program. |
| INSTITUTION | West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Right to Read Program. |
| PUB DATE | Jun 74 |
| NOTE | 68p. |
| EDRS PRICE | MF-$0.75 HC-$3.15 PLUS POSTAGE |
| DESCRIPTORS | Basic Reading; Elementary Education; *Federal Aid; *Individualized Instruction; Inservice Education; Norm Referenced Tests; Reading Instruction; *Reading Programs |
| IDENTIFIERS | *Right to Read |

ABSTRACT

Results of a recently conducted evaluation of a pioneer reading program in West Virginia during the 1973-1974 school year are included in this document. Emphasis in this federally funded program was placed on an individualized, diagnostic-prescriptive approach to reading instruction. Contents consist of an introduction; sections discussing the program objectives, the evaluative objectives, and the evaluation plan; a description of the three interventions--the regular or basal reading program, programed tutoring, and the management system; a list of participating counties and schools; information on inservice training and dissemination; profiles of the participating elementary schools; material concerning program effectiveness--a profile of school questionnaire, forms A and B of the Metropolitan Readiness Tests, criterion-reference tests, student and teacher attitude scales, and comparative norm-referenced test data; summaries of three evaluative objectives; samples of materials used in the program; and copies of news articles written about the program. (JM)

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# EVALUATION REPORT

# OF THE

# WEST VIRGINIA

# RIGHT TO READ PROGRAM

JUNE 1974

Bureau of Planning, Research and Evaluation
West Virginia Department of Education
Charleston, West Virginia

Ernest Berty
Evaluator

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# FOREWORD

Included in this document are the results of a recently conducted evaluation of West Virginia's Right-to-Read Model Program. This is a pioneer program which placed emphasis on an individualized, diagnostic-prescriptive approach to reading instruction. Under the assumption that different audiences have different appetites for different information, this report attempted to provide information for the decision-oriented rather than the conclusion-oriented audience. Thus, it is hoped that the information included herein will be of some value to those individuals who will be involved in shaping the future of this endeavor.

The successful execution of this evaluation may be attributed to the concerted efforts of many people. Grateful acknowledgment is made to Mrs. Lida Milam who in numerous ways assured the successful completion of the evaluation. Also, special gratitude is expressed to participants in the project for their kind and gracious assistance in responding to the data-collection instruments.

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## Introduction

West Virginia was selected as one of the 23 "Right-to-Read" states and received during the 1973-74 school year approximately $87,000 from the U.S. Office of Education to improve reading instruction in the elementary schools. In conjunction with the "Right-to-Read" endeavor, the West Virginia Department of Education developed and implemented a specially designed program. The State model provided a diagnostic, prescriptive, and individualized reading program for elementary school pupils. The report included herein represents an evaluation of the effectiveness of the State's prototype during its first full-year of operation.

Research knowledge about reading is surprisingly sparse. The vast number of various reading programs and methods used in our nation's schools demonstrates that no single method of teaching is the best. Different children benefit from different methods and materials at different times. Thus, new approaches to the teaching of reading are continually being developed and tested to provide more effective learning opportunities. This is especially true for a substantial minority of youngsters who have difficulty acquiring the minimum reading skills necessary to operate successfully in our society. Hopefully, newly designed interventions, such as those included in the State's model, will modify the basic reading approach currently being used and yield more fruitful results.

The architects of West Virginia's model set out to improve instructional opportunities in reading by designing an individualized, diagnostic-prescriptive approach which included the following three major component parts: (1) the basic or regular reading program, (2) a tutorial approach for first graders, and (3) a management system approach which was used in grades two through six.

## Objectives

The proposed objectives for the State's Right-to-Read Program were classified under three major areas, namely; (1) surveys, (2) dissemination, and (3) program effectiveness.

1. Surveys

   1.1 Will determine the state of reading in the involved counties of the State Right to Read Program as reflected by student achievement.
   1.2 Will determine the level of teacher preparation for the teaching of reading in the target schools.
   1.3 Will determine the level of financial committment to reading or reading related activities from all sources.
   1.4 Will determine the percentage of staff development activities related specifically to reading.
   1.5 Will determine systematic methods and procedures used in developing reading curricula.

2. Dissemination

   2.1 Disseminate effective reading activities through the use of a newsletter and evaluative report.
   2.2 Identify staff development activities which were related to the Right-to-Read Program.
   2.3 Identify the information and materials used in conjunction with the State's model and ascertain their effectiveness.

3. Program Effectiveness

   3.1 Evaluate the effectiveness of the Right-to-Read Program.

## Evaluative Objectives

The numerous project objectives were condensed and translated into the following three objectives for the purpose of evaluation:

   1.1 Will describe the context or setting of the participating schools which discloses some notion of the general similarities and differences among them.
   1.2 Will describe the inservice training provided to improve performance of staff in activities and duties essential to the success of the project and the methods used for getting parents and others to assume and maintain an interest in project activities.
   1.3 Will describe the evidence that reflects desirable or undesirable changes in the behavior of the students and the teachers participating in the project.

The Evaluation Plan

The project's evaluation attempted to look at the congruence between the intent of the objectives to be evaluated and what actually was accomplished. During the process every effort was made to collect and provide information for the decision-oriented audience rather than the conclusion-oriented audience. It was anticipated that the inclusion of this type of useful information in the report would facilitate the expansion and installation of the tested model into other schools.

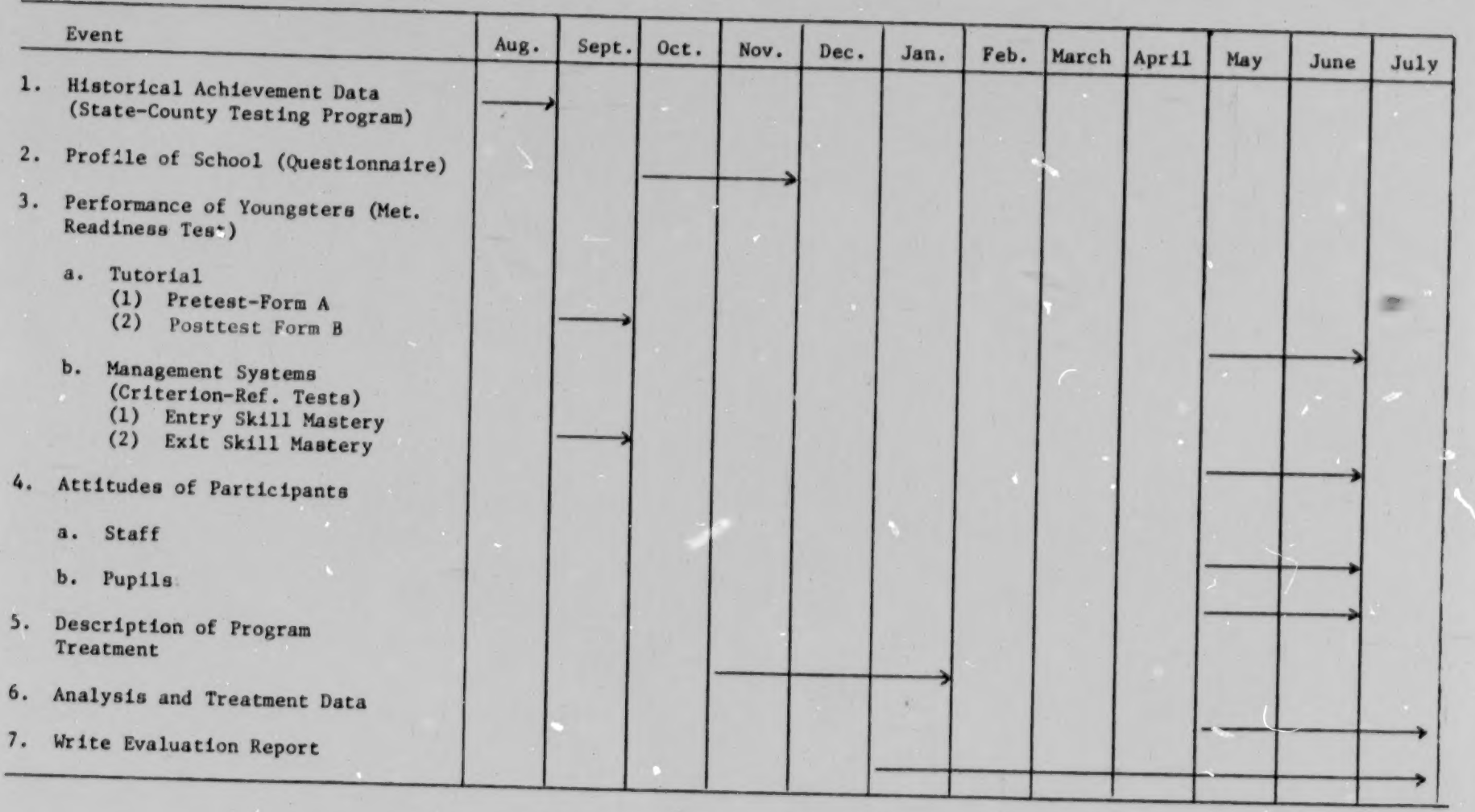
The targeted group of elementary youngsters received a combination of three treatments:

1. the regular reading program
2. the supplementary programed tutoring in the first grade
3. the systematic management approach in the other elementary grades

An early decision was made not to use control and experimental groups but, instead, to employ the intact groups in the participating elementary in determining the effectiveness of the model. This decision was largely influenced by the assumptions that the regular reading program does have a certain degree of effectiveness with some pupils and that both the program tutoring and management systems interventions were researched by Indiana University and determined to be successful. An application of a test of reasonableness to these assumptions indicated no apparent need to confirm the individual effectiveness of each of the treatments again. Instead, the architects of the model desired to confirm the effectiveness of combining the three interventions into a single package.

FIGURE A

SCHEDULE OF EVALUATION ACTIVITY
1973-1974



## A DESCRIPTION OF THE THREE INTERVENTIONS

1. The Regular or Basal Reading Program - This program is generally centered in a commercial series of basic readers and their accompanying learning aids. The program is usually designed to provide systematic learning experiences in sequential steps for successive levels of instruction.

2. Programed Tutoring - Programed tutoring is a technique of individualized instruction which was developed at Indiana University and had been field-tested in several school systems since 1964. The results of the research indicated that the approach does produce significant improvement in reading achievement. A few years ago this technique was identified as one of the ten most promising reading programs existing in the nation by the American Institute for Research under a contract from the United States Office of Education.

   Programed tutoring uses relatively untrained tutors. The tutors are furnished detailed lesson plans from which to work. The tutors see no more than fifteen students a day and give fifteen minutes of individual attention to each child. The instruction stresses sight reading, comprehension, and a simplified form of phonics. The tutors make no decisions on their own but follow the detailed instructions to the letter. Meetings with children either take place at tables placed in corners of classrooms or in small rooms available in the school building. To guard against inflexibility, alternative responses are available for use according to students' reactions.

3. The Management System - The third intervention used in conjunction with the basic reading program at both the primary and intermediate levels was referred to as "The Management System." This was a systematic approach to reading improvement which was successfully developed and tested by Ed Robbins and Carl Smith at Indiana University and which used the Power Reading Program materials.

   The Management System used a minimum number of reading objectives as the basis for a sequential, step-by-step, individualized reading system for use at the primary and intermediate levels. Criterion - referenced pre and post tests were used and supplemental instructional strategies were suggested. The salient feature of the approach was that it provided a means of organizing individualized instruction without imposing a complicated program on the classroom teacher.

Participating Counties and Schools

The local educational agency in West Virginia is the county unit. Each LEA is contiguous with the political boundary of the county in which it is located. Politically West Virginia is divided into 55 counties. The participating counties and targeted schools can be characterized as functioning in a rural Appalachian environment as well as more densely populated metropolitan-type areas.

A wide variation existed among the participating counties relative to the overall annual current expenditure per-pupil. The state average hovers around $700.00 with the highest and lowest county expenditure varying about $100.00 in each direction. When compared with all of the fifty-five counties in West Virginia relative to annual current expenditure per-pupil, the seven counties involved in the project ranked in the following order: 9, 11, 19, 26, 35, 42, and 53. Other financial data gathered indicated that approximately one-fourth to one-third of the per-pupil expenditure in each of the targeted schools was estimated as the per-pupil cost for reading instruction. These proportions were computed using the total dollars available from local, state and federal funding sources.

The seven LEAS or counties chosen at the State level to participate in the Right-to-Read program were selected on the basis of geographic location (See the map entitled "Right-to Read Network"). Each of the seven counties was then requested to designate one of its elementary schools as a model site or target school. The criteria for the selection of the participating school were established by the county administration. The following quote from one of the county administrators is probably typical of how the selection was made:

"First, we wanted a school which evidenced a great percentage of children truly in need of mastering reading skills. Second, we were aware that it was vital to have the assistance of a principal and faculty who will be willing to alter their curriculum and would agree to add more teaching time to their already-filled schedules. Last, we needed a school which would coordinate efforts of the general school program, Right-to-Read, ESEA Title I and Title II in order to make the greatest impact on the reader."

## PROFILES OF THE PARTICIPATING ELEMENTARY SCHOOLS

### General Salient Features

1. Approximately 1500 pupils were enrolled in the seven participating schools. (Table 1)

2. Organizational patterns varied widely among the seven schools: four schools K-6, one school K-3, one school K-5, and one school 1-8. (Table 1)

3. Approximately 70 teachers taught in the seven schools. Except for one school in which seven of the nine faculty members had less than three years of experience, there appeared to be a satisfactory balance among the faculties relative to experience. (Table 2)

4. Except for one school which did not report any part-time support personnel available to the teachers, the type of support personnel provided appeared to be adequate. (Table 3)

TABLE 1

ENROLLMENT AND GRADES TAUGHT IN EACH SCHOOL

| GRADE | SCHOOLS | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| Prekindergarten | | | X | | | | |
| Kindergarten | X | | X | X | X | X | X |
| Grade 1 | X | X | X | X | X | X | X |
| Grade 2 | X | X | X | X | X | X | X |
| Grade 3 | X | X | X | X | X | X | X |
| Grade 4 | X | X | X | | X | X | X |
| Grade 5 | X | X | X | | X | X | X |
| Grade 6 | X | X | | | X | X | X |
| Grade 7 | | X | | | | | |
| Grade 8 | | X | | | | | |
| Ungraded handicapped | X | | | | X | X | |
| SCHOOL ENROLLMENT | 341 | 192 | 261 | 232 | 170 | 244 | 139 |

TABLE 2

NUMBER AND EXPERIENCE OF TEACHERS

| SCHOOL | TOTAL NUMBER | YEARS OF EXPERIENCE | | | |
|---|---|---|---|---|---|
| | | 0 - 3 | 4 - 10 | 10 - 20 | 21 or more |
| A | 15 | 8 | 3 | 1 | 3 |
| B | 7 | 0 | 2 | 1 | 4 |
| C | 11 | 4 | 3 | 1 | 3 |
| D | 11 | 2 | 2 | 4 | 4 |
| E | 9 | 0 | 3 | 2 | 2 |
| F | 9 | 7 | 1 | 1 | 0 |
| G | 7 | 2 | 1 | 3 | 1 |

TABLE 3

NUMBER OF PART-TIME SUPPORT PERSONNEL AVAILABLE TO TEACHERS

| TYPE | SCHOOLS | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| Assistant Coordinator of Instruction | X | X | X | | X | X | X |
| Supervisor of Elementary Education | X | | | | X | X | X |
| Helping Teachers | | | | | | | |
| Director of Pupil Services | X | | X | | | X | X |
| Psychologist | X | | X | | X | | X |
| Guidance Counselor | | X | X | | | X | |
| Psychometrist | | | | | | | |
| Social Worker | | | | | X | X | X |
| Nurse | X | X | X | | X | X | X |
| Home-School Coordinator | | | | | | | X |
| Speech Therapist | | | | | | X | |
| Spec. Ed. Dir. | | | | | X | | |

X = One part-time support personnel

Specific Salient Features Related to Reading

1. The seven participating elementary schools used a variety of commercial-type basal reading programs, namely: Hougton - Mifflin, Harper - Row, Macmillan, and Holt Rhinehart and Winston. (Table 4)

2. Four of the seven schools estimated that the percentage of sixth-graders reading one or more years below grade level ranged from 26% to 75%. Two of the schools did not report and one school estimated a range from 1% to 10%. (Table 5)

3. It is interesting to note that three of the seven schools reported that they had no curriculum guide in reading. (Table 6)

4. An examination of the inservice experience of the classroom teachers during the past five years in reading reveals a variation from very little to a concentrated effort in this area. It is interesting to note that none of the schools conducted any inservice on the "development of a reading curriculum guide." (Table 7)

TABLE 4

| READING PROGRAM | SCHOOL | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| Houghton - Mifflin | X | | | | | X | |
| Harper - Row | | X | X | | | | |
| Macmillan | | | | X | | | |
| Holt Rhinehart & Winston | | | | | X | | X |

TABLE 5

ESTIMATED PERCENTAGE OF 6TH GRADERS
READING ONE OR MORE YEARS BELOW GRADE LEVEL

| PERCENTAGE | SCHOOL | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| 1 - 10 | | X | | | | | |
| 11 - 25 | | | | | | | |
| 26 - 50 | X | | | | | X | |
| 51 - 75 | | | | | X | | X |
| 76 - 90 | | | | | | | |
| 91 - 100 | | | | | | | |
| Not Reported | | | X | X | | | |

TABLE 6

RECENCY OF THE DEVELOPMENT OF

A CURRICULUM GUIDE IN READING

| YEARS AGO | SCHOOL | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| 1 | | | X | | | | X |
| 2 | | | | | | | |
| 3 | X | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| More than 5 | | | | | X | | |
| None | | X | | X | | X | |

TABLE 7

AREAS OF INSERVICE EXPERIENCE SPONSORED BY THE TARGETED SCHOOLS WHICH INVOLVED MORE THAN 10% OF THE CLASSROOM TEACHERS DURING THE PAST FIVE YEARS

| | SCHOOL | | | | | | |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G |
| 1. Development of a reading curriculum guide | | | | | | | |
| 2. Implementation of a reading curriculum guide | | | | | | | |
| 3. The school's total reading program | | X | X | | | X | X |
| 4. Teaching particular reading skills (e.g., word meaning skills, locational skills, etc.) | | X | X | | X | X | |
| 5. Development of instructional materials in reading | | X | X | X | | X | |
| 6. Use of instructional materials in reading | X | X | | | X | X | |
| 7. Teaching reading in (a) content area(s) | | X | | | | | |
| 8. Pupils' independent reading | | X | | | | | |
| 9. Children's and/or young adult literature | | | | | | | |
| 10. Other (Specify) Tutoral Program | | | | | | X | |
| Other (Specify) Use of Management System | | | | | | | X |

Assessment of Needs

1. The participating elementary schools reported that both curriculum development and remedial and developmental services in reading were among their major needs. (Table 8)

2. An examination of the "Historical Test Data" for the reading sub-test, part of the STS Educational Development Series of the State - County Testing program, revealed that one of the seven schools means, School G, varied at least one standard deviation unit below the county mean during the 1972-73 school year. (Table 9)

TABLE 8

| Needs | Major Need | Moderate Need | Minor Need | Not a Need |
|---|---|---|---|---|
| a. Curriculum development and/or reform in subject areas: | | | | |
| (1) Reading | 1111 | 111 | | |
| (2) Math. | | ~~1111~~ 1 | 1 | |
| (3) Language Arts | 1111 | 111 | | |
| (4) Other (Specify) | | | | |
| Music | 1 | | | |
| Social Studies | | 11 | | |
| b. Remedial and developmental services: | | | | |
| (1) Reading | ~~1111~~ | 1 | 1 | |
| (2) Math. | 11 | 1111 | 1 | |
| (3) Language Arts | 111 | 111 | | |
| (4) Other (Specify) | | | | |
| Social Studies | | 1 | | |
| c. Educational Guidance and Psychological Services. | 111 | 111 | 1 | |
| d. Social Work Services. | 11 | 1111 | 1 | |
| e. Health Services | | 1111 | 11 | 1 |
| f. Staff Training and Development | 1111 | 111 | | |
| g. Additional Classroom Teachers. | 1 | 1 | 1 | 1111 |
| h. Additional Staff Specialists. | 111 | 111 | | 1 |
| i. Educational Materials & Equipment | 11 | ~~1111~~ | | |
| j. Facilities Development. | 11 | ~~1111~~ | | |
| k. Parent and Community Involvement Activities. | 111 | 111 | 1 | |
| l. Food Services | | 11 | 1 | 1111 |
| m. Services for the Handicapped. | 1 | 1 | 111 | 11 |

## HISTORICAL TEST DATA I



| SCHOOL | YEAR | SCHOOL MEAN | COUNTY MEAN | STATE MEAN | NATIONAL MEAN |
|---|---|---|---|---|---|
| A | 1970-71 | 5.9 | 6.4 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.1 | 6.5 | 6.4 | 6.7 |
| | 1972-73 | 6.6 | 6.5 | 6.4 | 6.7 |
| B | 1970-71 | 6.6 | 6.4 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.8 | 6.4 | 6.4 | 6.7 |
| | 1972-73 | 7.1 | 6.3 | 6.4 | 6.7 |
| C | 1970-71 | 4.0 | 3.8 | 3.6 | 3.7 |
| Grade 3 | 1971-72 | 3.9 | 3.9 | 3.6 | 3.7 |
| | 1972-73 | 4.2 | 3.7 | 3.6 | 3.7 |
| D | 1970-71 | 6.2 | 6.1 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.0 | 5.9 | 6.4 | 6.7 |
| | 1972-73 | 6.1 | 5.9 | 6.4 | 6.7 |
| E | 1970-71 | 6.1 | 6.2 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.8 | 6.3 | 6.4 | 6.7 |
| | 1972-73 | 6.3 | 6.5 | 6.4 | 6.7 |
| F | 1970-71 | 6.6 | 6.6 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.9 | 6.6 | 6.4 | 6.7 |
| | 1972-73 | 6.5 | 6.5 | 6.4 | 6.7 |
| G | 1970-71 | 5.7 | 6.5 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.2 | 6.4 | 6.4 | 6.7 |
| | 1972-73 | 5.2 | 6.4 | 6.4 | 6.7 |

These are results of the reading sub-test of the STS Educational Development Series of the State-County Testing Program.

## INSERVICE TRAINING AND DISSEMINATION

### Inservice Training

Staff development activities associated with the project were divided into two distinct phases: (1) Pre-Operational and (2) Continuous. The combined time period for the two phases covered approximately 30 days.

The "Pre-Operational" inservice training was primarily designed to improve the anticipated performance of both the "professional" staff and teacher aides. Each target group received five days of intensive training in separate sessions just prior to the opening day of school. Special training for the professional staff consisted of one-day sessions in each of the following five areas:

1. Orientation to Right-to-Read
2. Management System and Materials
3. Management System and Material Design
4. Student Assessment and Programming
5. Grouping, Management, Skills Development Program

The five-day training workshop for the teacher-aides consisted of general orientation to the philosophy and structure of the Right-to-Read Program, an introduction to programed tutoring and management system procedures and materials, demonstration and actual use of the programed-tutoring technique and materials.

The "Continuous" staff development activities consisted of an additional twenty days of systematically scheduled sessions for the project staff throughout the rest of the year. Under expert leadership a school staff could periodically meet together to exchange strategies, to evaluate progress, to acquire new knowledge, and to reenforce the pre-operational training.

The trainers consisted of out-of-state university consultants and "technical assistants" from local institutions of higher education. Both groups of trainers possessed expertise in programming and changing attitudes. The out-of-state university consultants concentrated on conducting the pre-operational training sessions for the professional staff and teacher aides. The technical assistants provided for the continuous staff development activities executed throughout the year. Also, the technical assistants frequently scheduled on-site monitoring activities to determine whether program installation was in accord with program specifications. The technical assistants were prepared to offer alternatives to remedy any observable discrepancies between performance and design standards.

## Dissemination

The major purpose of the project dissemination efforts was to secure broad community support over a period of time for the Right-to-Read Program. Obviously, whenever wide support of this nature is achieved, it can become a powerful instrument in fostering desirable educational change. The degree of commitment and support for quality programs appears to correspond with the awareness and interest found within the community.

A variety of methods was used to get the general community to assume and maintain an interest in project activities. The approaches used could probably be classified under two general headings (1) Mass Media and (2) Direct Experience. Both approaches were designed to involve civic, political, educational and cultural groups and individuals.

1. Mass Media

   a. SEA and LEA newsletters
   b. Newspaper releases
   c. Speeches by participants
   d. Television presentations

2. Direct Experience

   a. State Language Arts Advisory Council
   b. State Agency Language Arts Task Force
   c. State College Language Arts Council
   d. State Reading Council
   e. Right-to-Read Research Committee
   f. Seven County Right-to-Read Task Forces
   g. Seven County Right-to-Read Councils
   h. Several statewide conferences

## PROGRAM EFFECTIVENESS

The major emphasis of this section is a report on the extent to which the project's objectives were achieved and/or the learners' performances improved. A paramount effort was made to collect and provide useful information for the decision-oriented audience rather than the conclusion-oriented audience. For the purpose of determining program effectiveness, the following instruments were used:

1. Profile of School Questionnaire was administered to the principal of each participating elementary school.

2. Forms A and B of the Metropolitan Readiness Tests were administered to first grade pupils as a pre and posttest.

3. Criterion-reference tests included in the Power Reading Program materials were administered to pupils in grades two through six as a pre and posttest.

4. A student attitude scale was administered to a randomly-selected group of participating third-graders.

5. A teacher attitude scale was administered to all participating teachers.

1. Profile of School Questionnaire

The Profile of School Questionnaire which was responded to by each of the participating elementary school principals provided some insight into the school environments in which the Right to Read program was executed. An analysis of the data collected was highlighted in a previous section of this report. This type of data not only helps the reader visualize the context in which the program operated but also enables the person to estimate the success a program of this nature would have in his particular school setting.

2. Forms A and B of the Metropolitan Readiness Test

Form A of the Metropolitan Readiness Test was used as the diagnostic tool to identify first-graders who would receive the programed-tutoring treatment. To reduce the burden of excessive testing the evaluator also used the results of Form A as one of the pre-test in his design. Parallel Form B of the same test was used as a posttest. Table 10 provides an interpretation of the various ranges of the total score and Table 11 discloses the pre and posttest results. A t-test was applied to determine if there was a significant difference between the mean scores of the pre and posttests. A significant difference was found at the .05 confidence level.

TABLE 10

INTERPRETATION OF LETTER RATING AND READINESS STATUS CORRESPONDING TO VARIOUS RANGES OF TOTAL SCORE ON THE METROPOLITAN READINESS TESTS

(GRADE ONE)

| Score Range | Letter Rating | Readiness Status | Significance |
|---|---|---|---|
| Above 76 | A | Superior | Apparently very well prepared for first grade work. Should be given opportunity for enriched work in line with abilities indicated. |
| 64-76 | B | High Normal | Good prospects for success in first grade work, provided indications, such as health, emotional factors, etc., are consistent. |
| 45-63 | C | Average | Likely to succeed in first grade work. A careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly. |
| 24-44 | D | Low Normal | Likely to have difficulty in first grade work. Should be assigned to slow section and given more individualized help. |
| Below 24 | E | Low | Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow section, or individualized work is essential. |

TABLE 11

PRE AND POST TEST SCORES ON METROPOLITAN READINESS TEST
FOR STUDENTS IN THE TUTORIAL PROGRAM

| STUDENT | PRE-TEST SCORE | POST-TEST SCORE |
|---|---|---|
| 1 | 44 | 57 |
| 2 | 44 | 73 |
| 3 | 44 | 53 |
| 4 | 40 | 61 |
| 5 | 25 | 97 |
| 6 | 20 | 29 |
| 7 | 29 | 62 |
| 8 | 38 | 77 |
| 9 | 35 | 73 |
| 10 | 32 | 71 |
| 11 | 33 | 73 |
| 12 | 21 | 37 |
| 13 | 39 | 57 |
| 14 | 41 | 60 |
| 15 | 41 | 78 |
| 16 | 42 | 66 |
| 17 | 32 | 54 |
| 18 | 44 | 74 |
| 19 | 40 | 67 |
| 20 | 41 | 73 |
| 21 | 41 | 67 |
| 22 | 30 | 67 |
| 23 | 39 | 81 |
| 24 | 38 | 84 |
| 25 | 37 | 82 |
| 26 | 37 | 84 |
| 27 | 31 | 87 |
| 28 | 24 | 84 |
| 29 | 24 | 75 |
| 30 | 43 | 71 |
| 31 | 43 | 78 |
| 32 | 39 | 58 |
| 33 | 39 | 76 |
| 34 | 38 | 70 |
| 35 | 37 | 72 |
| 36 | 35 | 62 |
| 37 | 28 | 64 |
| 38 | 26 | 56 |
| 39 | 19 | 73 |
| MEAN SCORE | 35 | 69 |

NOTE: A significant difference between the mean score of the pre test and of the posttest was found at the .05 confidence level.

3. Criterion-Referenced Tests

Criterion-referenced pre and posttests were used in conjunction with the management system intervention at grades two through six. Table 12 enumerates for the reader the reading skills at both the primary and intermediate levels which the management system intervention was designed to attack. Table 13 and 14 portrays the gains made on the criterion-reference pre and posttests at both the primary level (grades 1, 2, & 3) and the intermediate level (grades 4, 5, & 6). The total number of youngsters involved in the criterion-reference testing was 1109, 625 at the primary level and 484 at the intermediate level.

Summary of Table 13 (Primary Level)

An analysis of the results for the fall and spring criterion-reference testing reveals a dramatic increase for most skills in the percentage of students who performed the skill in the spring compared to the fall. During the fall the range of percentages for all skills was 36% to 96%. The results of the spring testing reflected a range from 57% to 99%. An increase from 36% to 57% for the skill with the lowest per cent of students achieving criterion level is most significant. In comparing the difference between fall and spring testing it is revealed that the difference ranges from 4 to 45 percentage points with a mean percentage gain of 18 percentage points. Considering that a number of skills reflected a high percentage in the fall testing -- and thus allowed little opportunity for an increased percentage in the spring -- the mean gain of 18 percentage points must be considered a most substantial improvement.

A second approach to the analysis of the results is to compare the number of skills in the two testings that resulted in a significant percentage of students meeting the criterion level. Using 75 per cent as the basis for the "significant percentage", it was revealed in the fall testing only 10 of the 26 skills had as many as 75% of the students reaching criterion while 23 or well over more than twice as many reached the 75 per cent figure in the spring testing.

A third approach to an analysis of the results was to compare the number of students who were able to perform a significant number of skills tested in the fall with the number that could perform a similar significant number in the spring. Because it is generally agreed that to be an effective reader it is more important for a student to be able to perform a significant number of skills than it is for him to be able to perform any specific skills, this approach is particularly meaningful. By arbitrarily establishing two-thirds or 18 of the 26 primary-level skills tested as being a "significant number of the skills", the test results revealed that in the fall testing 313 or 50% of the students could perform 18 or more of the skills. During the spring testing 488 or 78% of the 625 students tested could perform 18 or more skills. This increase of 28% in the number of students who were able to perform a significant number of the skills tested is truly dramatic.

Summary of Table 14 (Intermediate Level)

An analysis of the results for the fall and spring criterion-reference testing revealed at the intermediate level an impressive increase for most skills in the percentage of students who performed the skill in the spring compared to the fall. During the fall the range of percentages for all skills was 34% to 94%. The results of the spring testing reflected a range from 47% to 94%. An increase from 34% to 47% for the skill with the lowest per cent of students achieving criterion level is noteworthy. In comparing the difference between fall and spring testing it is revealed that the difference ranges from -2 to 26 percentage points with a mean percentage gain of 11 percentage points. Considering that a number of skills reflected a high percentage in the fall testing -- and thus allowed little opportunity for an increased percentage in the spring -- the mean gain of 11 percentage points must be considered quite an improvement.

A second approach to the analysis of the results is to compare the number of skills in the two testings that resulted in a significant percentage of students meeting the criterion level. Using 75 per cent as the basis for the "significant percentage", it was revealed in the fall testing only 15 of the 51 skills had as many as 75% of the students reaching criterion while 30 or twice as many reached the 75 per cent figure in the spring testing.

A third approach to an analysis of the results was to compare the number of students who were able to perform a significant number of skills tested in the fall with the number that could perform a similar significant number in the spring. As stated earlier this approach is particularly meaningful. By arbitrarily establishing two-thirds or 34 of the 51 intermediate-level skills tested as being a "significant number of the skills", the test results revealed that in the fall testing 300 or 62% of the students could perform 34 or more of the skills. During the spring testing 353 or 73% of the 484 students tested could perform 34 or more skills. This increase of 11% in the number of students who were able to perform a significant number of the skills tested is provocative.

TABLE 12

POWER READING SKILLS

| READING SKILLS | PRIMARY LEVEL | INTERMEDIATE LEVEL |
|---|---|---|
| I. WORD RECOGNITION | | |
| A. Auditory Discrimination | | |
| 1. Common sounds | X | |
| 2. Rhyming sounds | X | |
| B. Visual Discrimination | | |
| 1. Pictures and shapes | X | |
| 2. Letter forms | X | |
| 3. Word forms | X | |
| C. Phonic Analysis | | |
| 1. Consonant and vowel identification | X | X |
| 2. Initial consonants | X | |
| 3. Medial consonants | X | X |
| 4. Final consonants | X | |
| 5. Consonant blends | X | X |
| 6. Consonant digraphs | X | X |
| 7. Consonant variants | X | X |
| 8. Short vowels | X | |
| 9. Schwa | X | X |
| 10. Long vowel - final e | X | X |
| 11. Long vowel - open syllable | X | X |
| 12. Vowel digraphs | X | X |
| 13. Vowel diphthong | | X |
| D. Structural Analysis | | |
| 1. Plurals - words ending in s or es | X | X |
| 2. Plurals - words ending in y | X | X |
| 3. Plurals - different word forms | | X |
| 4. Plurals - unchanged forms | | X |
| 5. Plurals - rules | | X |
| 6. Compound words | X | X |
| 7. Contractions | X | X |
| 8. Suffixes - forms | | X |
| 9. Suffixes - meanings | | X |
| 10. Prefixes - forms | | X |
| 11. Prefixes - meanings | | X |
| 12. Possessives - singular | | X |
| 13. Possessives - plural | | X |
| 14. Syllabication - procedure | | X |
| 15. Syllabication - rules | | X |
| 16. Accent - shifting | | |
| 17. Accent - placement | | X |
| 18. Root words | | X |
| 19. Inflectional endings | X | X |
| 20. Word patterns | X | X |
| 21. Abbreviations | | X |
| E. Context | | |
| 1. Unfamiliar words-identification | X | X |
| 2. Unfamiliar words - meanings | | X |
| 3. Multiple meanings of words | | X |

TABLE 12 (Cont'd)

| | PRIMARY LEVEL | INTERMEDIATE LEVEL |
|---|---|---|
| F. Sight Words | | |
| 1. Pre-primer - primer | X | |
| 2. Primary level | X | X |
| 3. Intermediate level | X | X |
| 4. Secondary level | | X |
| II. COMPREHENSION | | |
| A. Literal | | |
| 1. Locating specific information | X | X |
| 2. Noting details | X | X |
| 3. Reading for details | X | X |
| 4. Recalling sequence | X | X |
| 5. Organizing to show sequence | X | X |
| 6. Main idea | X | X |
| B. Interpretive | | |
| 1. Recognizing emotional attitudes | X | X |
| 2. Interpretation of facts | | X |
| 3. Seeing relationships | | X |
| 4. Characterization | | X |
| 5. Predicting outcomes | | X |
| 6. Forming sensory images | | X |
| C. Critical | | |
| 1. Distinguishing fact from fantasy | | X |
| 2. Distinguishing fact from opinion | | X |
| 3. Recognizing author's technique | | |
| D. Vocabulary | | |
| 1. Synonyms | X | X |
| 2. Antonyms | | X |
| 3. Multiple meanings | X | X |
| 4. Homonyms | X | X |
| III. STUDY SKILLS | | |
| A. Work Skills | | |
| 1. Left - to - right progression | X | |
| 2. Eye-hand coordination | X | |
| 3. Following directions | X | X |
| B. Alphabetizing | | |
| 1. Letters | X | |
| 2. Words | X | X |
| C. Dictionary Skills | | |
| 1. Definitions | | X |
| 2. Guide words | | X |
| 3. Variant word meanings | | X |
| 4. Diacritical markings | | X |
| D. Encyclopedia Skills | | |
| 1. Guide words | | X |
| 2. Index | | X |
| 3. Key topics | | X |
| E. Library Skills | | |
| 1. Check-out | | |
| 2. Self-selection | | |
| 3. Card catalog | | |
| 4. Readers' guide | | |
| F. Parts of Books | | |
| 1. Table of contents | X | |
| 2. Glossary | | |
| 3. Index | | |

TABLE 12 (Cont'd)

| | PRIMARY LEVEL | INTERMEDIATE LEVEL |
|---|---|---|
| G. Newspapers | | |
| 1. Index | | |
| 2. Major sections | | |
| H. Telephone Directory | X | |
| I. Tables and Schedules | | |
| J. Pictorial and Graphic Materials | | |
| 1. Maps | X | X |
| 2. Globes | X | X |
| 3. Diagrams | | X |
| 4. Graphs | | X |
| 5. Models | | X |
| K. Organizing Information | | |
| 1. Outlinging | | X |
| 2. Classifying | | X |
| 3. Summarizing | | |
| 4. Bibliographies | | |
| L. Reading Rate | | |
| 1. Skimming | | |

## GAINS MADE ON THE CRITERION-REFERENCE PRETEST AND POSTTEST

TABLE 13

Primary Level (Grades 1, 2, & 3)
Per Cent Reaching Criterion Level

| Reading Skill | Fall % | Spring % | Difference |
|---|---|---|---|
| General Sounds | 90 | 94 | 4 |
| Rhyming Words | 72 | 91 | 19 |
| Picture discrimination | 95 | 99 | 4 |
| Letter discrimination | 96 | 99 | 3 |
| Word discrimination | 90 | 98 | 8 |
| Initial consonants | 86 | 95 | 9 |
| Medial consonants | 84 | 95 | 11 |
| Final consonants | 84 | 91 | 7 |
| Consonant blends | 57 | 82 | 25 |
| Short vowels | 63 | 84 | 21 |
| Plurals, words ending in s or es | 56 | 79 | 23 |
| Compound words | 37 | 82 | 45 |
| Pre-Primer to primer | 77 | 86 | 9 |
| First grade | 37 | 77 | 40 |
| Second grade | 37 | 57 | 20 |
| Third to fourth grade | 57 | 76 | 19 |
| Locating specific information | 50 | 75 | 25 |
| Noting details | 89 | 95 | 6 |
| Reading for details | 59 | 82 | 23 |
| Recalling sequence | 48 | 79 | 31 |
| Organizing to show sequence | 72 | 87 | 15 |
| Main idea | 36 | 64 | 28 |
| Recognizing emotional attitudes | 44 | 77 | 33 |
| Synonyms | 44 | 76 | 32 |
| Multiple meanings | 92 | 96 | 4 |
| Homonyms | 45 | 58 | 13 |

TABLE 14

Intermediate Level (Grades 4, 5, & 6)
Per Cent Reaching Criterion Level

| Reading Skill | Fall % | Spring % | Difference |
|---|---|---|---|
| Sight words | 78 | 81 | 3 |
| Consonant & vowel indentification | 80 | 87 | 7 |
| Consonant blends | 94 | 94 | 0 |
| Consonant digraphs | 88 | 91 | 3 |
| Consonant variants | 54 | 71 | 17 |
| Schwa | 36 | 50 | 14 |
| Long vowels, final e | 66 | 76 | 10 |
| Long vowels, open syllable | 67 | 75 | 8 |
| Vowel digraphs | 74 | 79 | 5 |
| Vowel diphthongs | 62 | 71 | 9 |
| Plurals, words ending in s or es | 69 | 80 | 11 |
| Plurals, words ending in y | 39 | 56 | 17 |
| Plurals, different word forms | 64 | 62 | -2 |
| Plurals, unchanged forms | 40 | 60 | 20 |

TABLE 14 (Cont'd)

| Reading Skill | Fall % | Spring % | Difference |
|---|---|---|---|
| Compound words | 56 | 73 | 17 |
| Contractions | 78 | 90 | 12 |
| Suffixes, form | 49 | 66 | 17 |
| Suffixes, meanings | 67 | 81 | 14 |
| Prefixes, form | 50 | 71 | 21 |
| Prefixes, meanings | 71 | 86 | 15 |
| Possessives, singular | 59 | 67 | 8 |
| Possessives, plural | 54 | 58 | 4 |
| Syllabication, procedures | 34 | 53 | 19 |
| Accent, placement | 56 | 64 | 8 |
| Root words | 39 | 60 | 21 |
| Inflectional endings | 84 | 91 | 7 |
| Abbreviations | 65 | 72 | 7 |
| Word identification | 77 | 83 | 6 |
| Word meanings | 90 | 94 | 4 |
| Multiple meanings | 75 | 87 | 12 |
| Below third grade | 55 | 78 | 23 |
| Fourth grade | 44 | 50 | 6 |
| Fifth grade | 40 | 47 | 7 |
| Sixth to seventh grade | 70 | 77 | 7 |
| Locating specific information | 71 | 81 | 10 |
| Reading details | 56 | 71 | 15 |
| Recalling sequence | 49 | 62 | 13 |
| Organizing to show sequence | 53 | 74 | 21 |
| Main idea | 81 | 84 | 3 |
| Recognizing emotional attitude | 89 | 93 | 4 |
| Interpretation of facts | 73 | 81 | 8 |
| Seeing relationships | 75 | 88 | 13 |
| Characterization | 58 | 71 | 13 |
| Predicting outcomes | 69 | 82 | 13 |
| Forming sensory images | 66 | 82 | 16 |
| Distinguishing fact and fantasy | 64 | 83 | 19 |
| Distinguishing fact and opinion | 51 | 77 | 26 |
| Synonyms | 78 | 86 | 8 |
| Antonyms | 77 | 85 | 8 |
| Multiple meanings | 76 | 88 | 12 |
| Homonyms | 72 | 82 | 10 |

Total Number Tested = 625 (Primary)
Total Number Tested = 484 (Intermediate)

4. Student - Attitude Scale

Forty-nine third-grade level pupils responded to the student-attitude scale. The sample population consisted of approximately five pupils randomly selected from each third grade in each of the seven participating schools. The carefully devised instructions for the selection of pupils and the actual instrument used are included as an attachment to this report.

All of the fifteen items included in the instrument were adapted from the literature and were designed to obtain interval data concerning the pupils attitudes, judgments, or perceptions about the reading program. The reader should be reminded that even though attitudes and perceptions may be clearly delineated, it is still impossible to know if the respondent does in fact actually holds the attitude he says he does. This can be true even when there is complete confidentiality of the data, because individuals who have become accustomed to suppressing or denying there feelings can be expected to do this when they respond to an attitude scale. Another general bias is that most people tend to identify with the program in which they are involved and supoort the activity. Under these circumstances the ratings naturally tend to cluster toward the more favorable end of the scale.

In the analysis of the data no comparison was made between subsamples such as boys and girls. However, it may be desirable to make comparisons of this nature at some future date and use the data collected for this report as benchmark data.

For the purpose of this report the evaluator arbitrarily assigned the five intervals between "ICertainly Do" to "I Certainly Do Not" weights ranging from five to one. This provided an overall mean index for the 49 respondents of 3.8. Obviously, this is an overwhelming endorsement of the reading program by the study population.

A second approach to the analysis of this data was the transformation of the frequencies of respond into percentages. Table 15 graphically displays the positive results.

TABLE 15

STUDENTS' PERCEPTIONS OF THE RIGHT-TO-READ PROGRAM

| ITEM | I CERTAINLY DO % | I THINK SO % | AT TIMES I DO % | I DON'T THINK SO % | I CERTAINLY DO NOT % |
|---|---|---|---|---|---|
| 1. I do not like to read in my school books. | 68 | 2 | 18 | 4 | 8 |
| 2. I can read better now than I could a month ago. | 55 | 33 | 8 | 2 | 2 |
| 3. It is fun to read silently in my school books. | 55 | 14 | 23 | 2 | 6 |
| 4. I don't think that reading is very important to me. | 76 | 8 | 6 | 4 | 6 |
| 5. I think there should be more time for free reading during the school day. | 61 | 10 | 19 | 6 | 4 |
| 6. I think reading is a good way to spend spare time. | 70 | 14 | 10 | 4 | 2 |
| 7. I wish my teacher would let me read more than she or he does in school. | 41 | 12 | 27 | 6 | 14 |
| 8. I like to have the teacher call on me to read to the class. | 58 | 12 | 14 | 8 | 8 |
| 9. I think that reading is rewarding to me. | 72 | 12 | 6 | 8 | 2 |
| 10. I would rather do other kinds of work in school than reading. | 18 | 14 | 37 | 6 | 25 |
| 11. I like to learn new words in the stories I read. | 82 | 6 | 8 | 2 | 2 |
| 12. I think it is fun to study how to sound the letters in words that I don't know. | 66 | 12 | 16 | 0 | 6 |
| 13. It makes me unhappy to find new words when I'm reading. | 37 | 8 | 12 | 18 | 25 |
| 14. I am one of the better readers in my class. | 29 | 23 | 16 | 20 | 12 |
| 15. I wish my teacher didn't give us so much reading to do. | 33 | 8 | 16 | 6 | 37 |

Total Number of Respondents = 49

5. Teacher - Attitude Scale

The teacher - attitude scale was administered to fifty-eight of the sixty-nine teachers involved in the Right-to-Read Program in the seven participating schools. The items included in the instrument were adapted from the literature and were designed to obtain the participating teachers' attitudes and judgments about the program.

Again, in the analysis of the data no comparisons were made between subsamples. The general biases discussed in connection with the student - attitude scale are also applicable to this scale. Also the data collected in conjunction with this instrument can be used as benchmark data in future evaluation endeavors.

For the benefit of the reader the data collected was treated and graphically displayed in two different ways. First, in Table 16 the per cent of total responses of the study population for each interval on the scale is delineated. A cursory examination of the quantified judgments of the teachers in Table 16 will indicate that the teachers expressed an overall positive reaction toward the program. A second approach, as graphically illustrated in Figure B, produces a similar outcome. In this treatment arbitrary weights were assigned to each interval on the scale and a mean index was computed for each of the seven items. The means for the seven items ranged from 3.2 to 4.4 with an overall mean of 3.9. The responses to Item #2 indicates that the teachers felt somewhat restricted in implementing the Right-to-Read Program. This is probably a typical reaction to any intervention that has to be installed according to the specifications of an approved design.

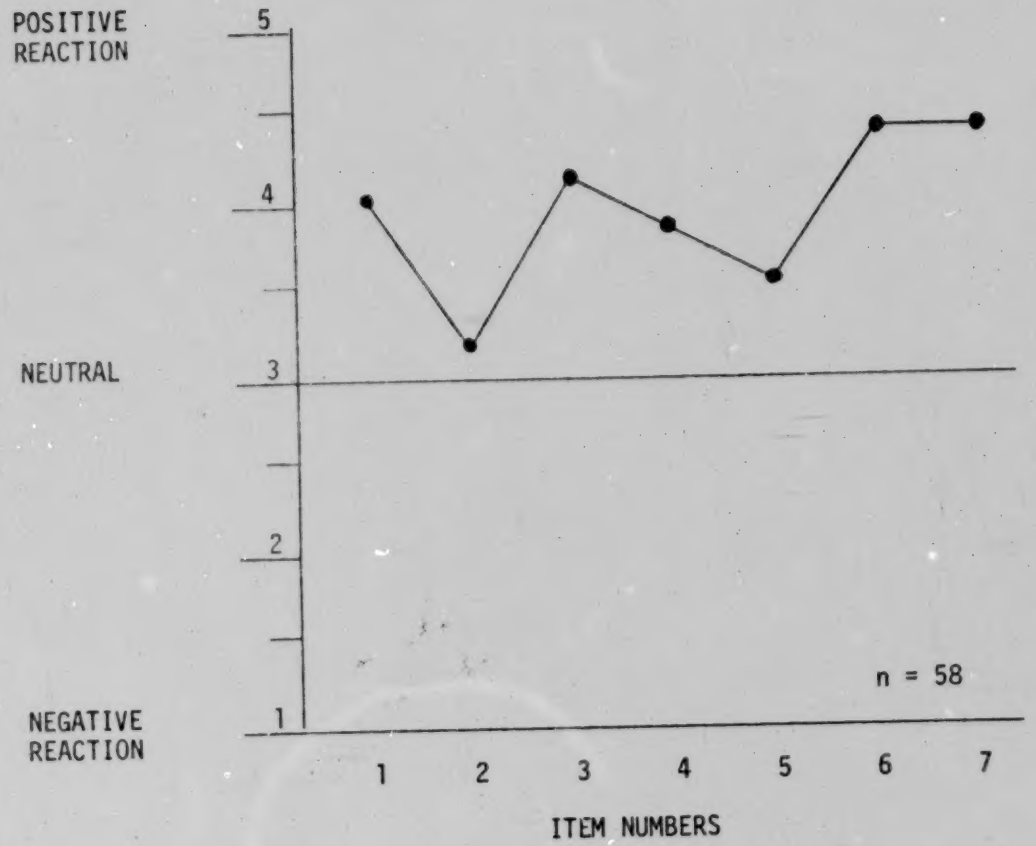
TABLE 16

PER CENT OF TOTAL RESPONSES OF TEACHERS' OPINIONS
ON THE AFFECT OF THE RIGHT-TO-READ PROGRAM

| ITEM | BEFORE 1 | 2 | NO CHANGE 3 | 4 | DURING 5 |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| 1. I felt I was a better teacher _____ the reading program. | 2 | 5 | 21 | 34 | 38 |
| 2. I had greater freedom as a teacher _____ the reading program. | 16 | 10 | 38 | 10 | 26 |
| 3. My pupils learned better _____ the reading program. | 0 | 4 | 22 | 31 | 43 |
| 4. I felt closer to my pupils _____ the reading program. | 2 | 2 | 44 | 19 | 33 |
| 5. I enjoyed teaching more _____ the reading program. | 12 | 9 | 33 | 16 | 30 |
| 6. I learned more about teaching _____ the reading program. | 0 | 0 | 19 | 24 | 57 |
| 7. I learned more about reading instruction _____ the reading program. | 0 | 0 | 19 | 22 | 59 |

Total Number of Respondents = 58

FIGURE B




Items

1. I felt I was a better teacher during the reading program.
2. I had greater freedom as a teacher during the reading program.
3. My pupils learned better during the reading program.
4. I felt closer to my pupils during the reading program.
5. I enjoyed teaching more during the reading program.
6. I learned more about teaching during the reading program.
7. I learned more about reading instruction during the reading program.

A plot of the subjective evaluations of Right-to-Read teachers on the items shown. For each of the items (shown on right) each teacher made an entry on a five point scale. Each point on the figure represents the relative position of all entries.

6. Comparative Norm-Referenced Test Data

In Table 9 of this report three-year "Historical Test Data" was presented for the reading sub-test of the STS Educational Development Series of the State-County Testing Program. This same data is repeated in Table 17 along with the results of the same tests for the 1973-74 school year. The 1973-74 test was administered toward the end of the Right-to-Read project year. It is obvious that norm-referenced test results do not yield the precise information regarding learners' achievement on particular skills that was evident in the earlier analysis of the criterion-referenced test results. This lack of precision also confirms a widely held belief that most norm-referenced test are not tied to the objectives that are being modified by the instructional treatment.

Nevertheless, an examination of Table 17 does divulge the substantial impact the Right-to-Read Program had in at least one of the schools, School B. The 1973-74 school mean is at least one Standard deviation unit greater than the State Mean for the same period. Apparently the implementation of the reading prototype in this school has made a significant difference. In all probability the State Model was installed according to specifications and was consistent with the realities of the school situation and did not suffer from errors of interpretation or vagueness in structure.

TABLE 17

HISTORICAL TEST DATA II

| SCHOOL | YEAR | SCHOOL MEAN | COUNTY MEAN | STATE MEAN | NATIONAL MEAN |
|---|---|---|---|---|---|
| A | 1970-71 | 5.9 | 6.4 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.1 | 6.5 | 6.4 | 6.7 |
| | 1972-73 | 6.6 | 6.5 | 6.4 | 6.7 |
| | 1973-74 | 6.1 | 6.3 | 6.4 | 6.7 |
| B | 1970-71 | 6.6 | 6.4 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.8 | 6.4 | 6.4 | 6.7 |
| | 1972-73 | 7.1 | 6.3 | 6.4 | 6.7 |
| | 1973-74 | 7.6* | 6.4 | 6.4 | 6.7 |
| C | 1970-71 | 4.0 | 3.8 | 3.6 | 3.7 |
| Grade 3 | 1971-72 | 3.9 | 3.9 | 3.6 | 3.7 |
| | 1972-73 | 4.2 | 3.7 | 3.6 | 3.7 |
| | 1973-74 | 3.9 | 3.7 | 3.5 | 3.7 |
| D | 1970-71 | 6.2 | 6.1 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 6.0 | 5.9 | 6.4 | 6.7 |
| | 1972-73 | 6.1 | 5.9 | 6.4 | 6.7 |
| | 1973-74 | 6.0 | 5.9 | 6.4 | 6.7 |
| E | 1970-71 | 6.1 | 6.2 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.8 | 6.3 | 6.4 | 6.7 |
| | 1972-73 | 6.3 | 6.5 | 6.4 | 6.7 |
| | 1973-74 | 6.2 | 6.3 | 6.4 | 6.7 |
| F | 1970-71 | 6.6 | 6.6 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.9 | 6.6 | 6.4 | 6.7 |
| | 1972-73 | 6.5 | 6.5 | 6.4 | 6.7 |
| | 1973-74 | 6.2 | 6.4 | 6.4 | 6.7 |
| G | 1970-71 | 5.7 | 6.5 | 6.4 | 6.7 |
| Grade 6 | 1971-72 | 5.2 | 6.4 | 6.4 | 6.7 |
| | 1972-73 | 6.2 | 6.4 | 6.4 | 6.7 |
| | 1973-74 | 5.7 | 6.4 | 6.4 | 6.7 |

* At least one standard deviation unit greater than the State Mean.

## SUMMARY OF THE ACHIEVEMENT OF THE EVALUATIVE OBJECTIVES

Evaluative Objective #1 Will describe the context or setting of the participating schools which discloses some notion of the general similarities and differences among them.

In a preceding section of this report entitled "Profiles of the participating Elementary Schools", as well as elsewhere, data related to critical institutional variables were presented. Throughout this document every attempt was made to provide useful information for the decision-oriented audience. It was assumed that this type of information would enable decision-makers associated with schools with similar needs and environments to determine the feasibility of adopting or adapting West Virginia's Right-to-Read model.

Although the selection and description of variables considered to be essential to the success of a project of this nature is often a judgmental matter, the project staff appeared to enjoy a high degree of success in meeting the intent of this objective.

Evaluative Objective #2 Will describe the inservice training provided to improve performance of staff in activities and duties essential to the success of the project and the methods used for getting parents and others to assume and maintain an interest in project activities.

The information pertaining to inservice training activities associated with this project was discussed in the previous section entitled "Inservice Training". For the most part the general structures and strategies used in conjunction with these activities could be considered common practice in many similar projects.

Nevertheless, the use of technical assistants as part of the continuous staff development activities was a unique feature which proved to be quite successful. The frequently and regularly scheduled on-site visits of the project's two technical assistants not only provided an opportunity to reenforce the pre-operational training, but also enable the school staffs to acquire new knowledge and skills. An analysis of the data collected and the procedure indicated that the project also enjoyed a high degree of success in meeting the intent of this particular objective.

Any dissemination effort to get layman and non-participating educators to assume and maintain an interest in any project activity has to be long-range. To acquaint the general public with the merits of the program and to convince them that the Right-to-Read approach should become a permanent part of the instructional program is a long and arduous task. There is no simple magic formula.

The numerous aforementioned practices utilized by the project staff are among the most promising for this purpose. The staff has assumed the burden to convince the people that there is a genuine and pressing need for the type of learning experiences associated with the reading model. The end sought cannot be measured at this time. Nevertheless, the processes which are being used are among the most promising and, thus, the project staff is meeting the intent of this objective in a most respectable manner.

Evaluative Objective #3 Will describe the evidence that reflects desirable or undesirable changes in the behavior of the students and teachers participating in the project.

The evidence collected which reflects the extent to which performance was improved was presented in the section entitled "Program Effectiveness". The supporting evidence convincingly demonstrated that the West Virginia Right-to-Read Model was effective and was superior to the more commonly used approaches. The data collection procedure reviewed in the "Program Effectiveness" section specified who did what to whom, how, under what conditions, and when, and also, clearly indicated that the project enjoyed a respectable degree of success in meeting the intent of this objective.

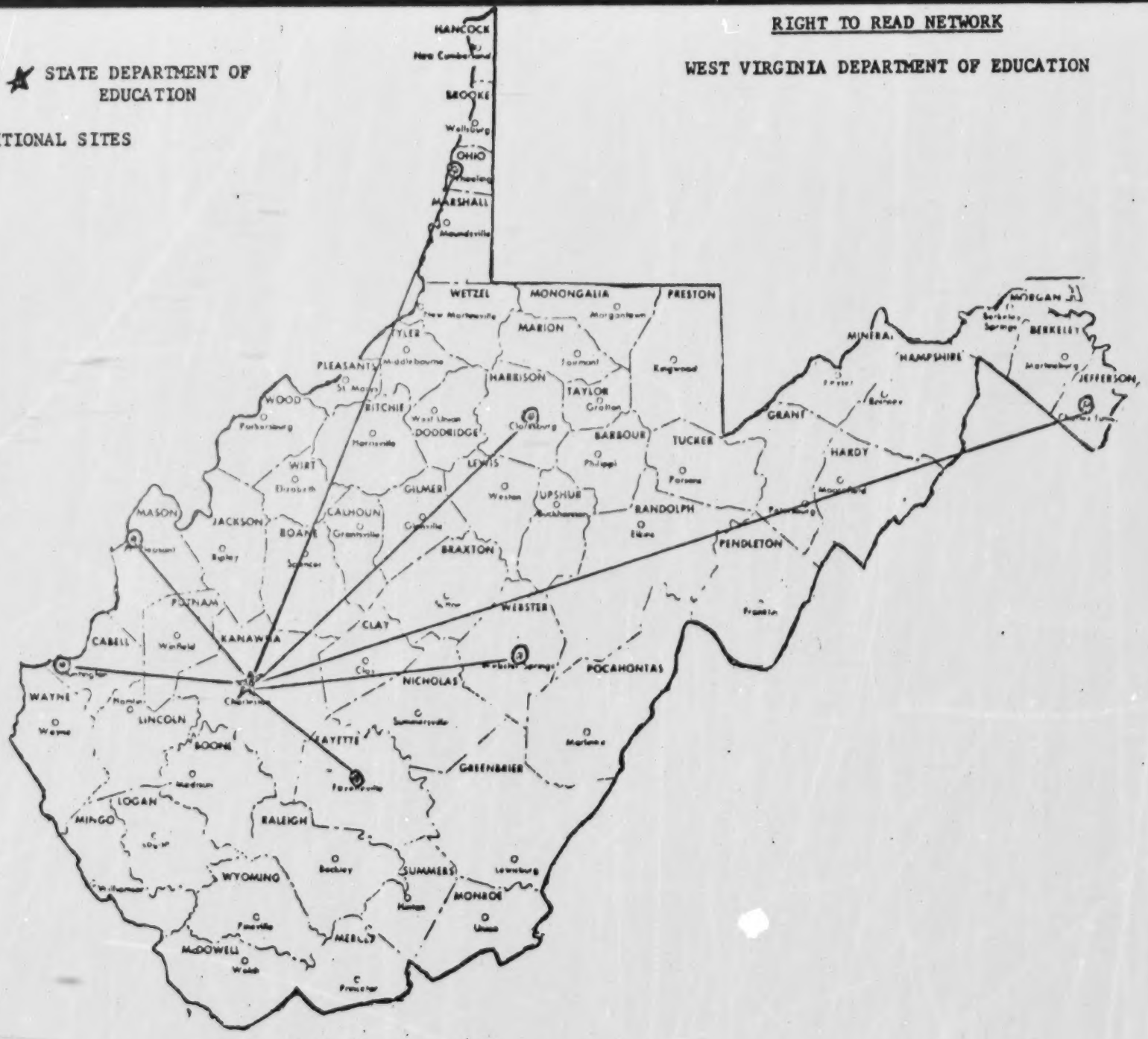
ATTACHMENT #1

LOCATION OF PARTICIPATING SCHOOLS

SYMBOLS

IMPACT SITE: ★ STATE DEPARTMENT OF EDUCATION

⊙ : TRANSITIONAL SITES




RIGHT TO READ NETWORK

WEST VIRGINIA DEPARTMENT OF EDUCATION



July 1973

ATTACHMENT #2

PROFILE OF SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. Please indicate each response with an "X" unless numbers are requested.

2. Wherever possible, please provide exact information. If you cannot obtain exact information, please estimate carefully.

3. Unless specified otherwise, please provide the most recent data available.

4. Please respond to each item. If the information requested is unavailable or the item is not applicable, please write in "unavailable" or "not applicable".

5. Items 8 and 9 may need additional clarification. A full-time employee for the school is one whose total current assignments require his or her services each regular school day. An obvious part-time staff member would be a psychologist who is employed full-time by the county but is only available to your school for a few hours a week.

6. Please complete and return the questionnaire as soon as possible to the following address:

Dr. Ernest Berty, Consultant
Office of Research
West Virginia State Department
of Education
Building #6 - Room B-337
Charleston, West Virginia

# RIGHT TO READ

(Questionnaire)

School: _____

School Address: _____

_____

Telephone No.: _____

Name and Title of Person Completing Questionnaire: _____

_____

1. Number of Pupils enrolled: _____

2. What grade levels are taught in this school? Indicate equivalent grade levels for ungraded or multigraded classes. (Mark all that apply)

   a. Prekindergarten. . . . . _____
   b. Kindergarten . . . . . _____
   c. Grade 1. . . . . _____
   d. Grade 2. . . . . _____
   e. Grade 3. . . . . _____
   f. Grade 4. . . . . _____
   g. Grade 5. . . . . _____
   h. Grade 6. . . . . _____
   i. Grade 7. . . . . _____
   j. Grade 8. . . . . _____
   k. Grade 9. . . . . _____
   l. Grade 10 . . . . . _____
   m. Grade 11 . . . . . _____
   n. Grade 12 . . . . . _____
   o. Ungraded classes for the handicapped . . . . _____

3. List the name of the reading program currently being used in the school: _____

4. Check basic materials used in the school to help most pupils learn to read: (Mark all that apply)

   _____ basal readers
   _____ intensive phonics materials
   _____ reading textbooks other than basal readers
   _____ pupil workbooks and manuals
   _____ content-area materials
   _____ individualized materials
   _____ other (please specify) _____

5. Number of classroom teachers: _____

6. Number of classroom teachers according to years of teaching experience:

_____ 0-3 years
_____ 4-10 years
_____ 10-20 years
_____ 21 years and/or more

7. Number of classroom teachers fully certified for classroom teaching: _____

8. Number of reading personnel available to the school: _____

| | Full Time | Part Time |
|---|---|---|
| a. Reading Director/Coordinator/Supervisor | _____ | _____ |
| b. Reading Consultant | _____ | _____ |
| c. Special Teacher of Reading | _____ | _____ |

9. Number of other support personnel available to the school:

| | Full Time | Part Time |
|---|---|---|
| a. Assistant Superintendent or Coordinator of Instruction or Curriculum | _____ | _____ |
| b. Supervisor of Elementary Education | _____ | _____ |
| c. Helping Teachers | _____ | _____ |
| d. Director/Coordinator of Pupil Services | _____ | _____ |
| e. Psychologist | _____ | _____ |
| f. Guidance Counselor | _____ | _____ |
| g. Psychometrist | _____ | _____ |
| h. Social Worker | _____ | _____ |
| i. Nurse | _____ | _____ |
| j. Other (Please Specify) _____ | _____ | _____ |

10. Estimate the percentage of 6th grade students in your school who are reading one or more years below grade level according to current test data. The estimate should be based upon the concept of national norms for the grade for which you are reporting. (Mark only one)

_____ None
_____ 1 - 10%
_____ 11- 25%
_____ 26- 50%
_____ 51- 75%
_____ 76- 90%
_____ 91-100%

11. Below is a list of needs that a school might have. Indicate the importance of each one that this school currently has. (Mark one option per horizontal row.)

| Needs | Importance of Needs: Major Need | Moderate Need | Minor Need | Not a Need |
|---|---|---|---|---|
| a. Curriculum development and/or reform in subject areas: | | | | |
| (1) Reading . . . . . | ___ | ___ | ___ | ___ |
| (2) Math. . . . . | ___ | ___ | ___ | ___ |
| (3) Language Arts . . . . | ___ | ___ | ___ | ___ |
| (4) Other (Specify) _____ . . | ___ | ___ | ___ | ___ |
| b. Remedial and developmental services: | | | | |
| (1) Reading . . . . . | ___ | ___ | ___ | ___ |
| (2) Math. . . . . | ___ | ___ | ___ | ___ |
| (3) Language Arts . . . . | ___ | ___ | ___ | ___ |
| (4) Other (Specify) _____ . . | ___ | ___ | ___ | ___ |
| c. Educational Guidance and Psychological Services . . | ___ | ___ | ___ | ___ |
| d. Social Work Services . . . | ___ | ___ | ___ | ___ |
| e. Health Services. . . . . | ___ | ___ | ___ | ___ |
| f. Staff Training and Development. . . . . | ___ | ___ | ___ | ___ |
| g. Additional Classroom Teachers . . . . . | ___ | ___ | ___ | ___ |
| h. Additional Staff Specialists . . . . . | ___ | ___ | ___ | ___ |
| i. Educational Materials & Equipment. . . . . | ___ | ___ | ___ | ___ |
| j. Facilities Development . . | ___ | ___ | ___ | ___ |
| k. Parent and Community Involvement Activities . . | ___ | ___ | ___ | ___ |
| l. Food Services. . . . . | ___ | ___ | ___ | ___ |
| m. Services for the Handicapped . . . . . | ___ | ___ | ___ | ___ |
| n. Other (Specify) _____ . . | ___ | ___ | ___ | ___ |

12. Number of times the school sponsored inservice experience in reading for the total staff, including the principal, during past ten school months: _____

13. Check areas of inservice experience sponsored by the school which involved more than 10% of the classroom teachers during the past five years: (Mark all that apply)

_____ development of a reading curriculum guide
_____ implementation of a reading curriculum guide
_____ the school's total reading program
_____ teaching particular reading skills, e.g., word meaning skills, locational skills, etc.
_____ development of instructional materials in reading
_____ use of instructional materials in reading
_____ teaching reading in (a) content area(s)
_____ pupils' independent reading
_____ children's and/or young adult literature
_____ Other (Specify) _____

14. Check the use(s) usually or frequently made of systemwide test results: (Mark all that apply)

_____ promotion to next grade
_____ admission to school
_____ assignment to remedial/corrective reading instruction
_____ conferences with parents
_____ assignment to class groups
_____ grouping within the classroom
_____ selection of instructional materials
_____ report card grades
_____ Other (Specify) _____

15. Check tests administered in the school to individual pupils or particular classes: (Mark all that apply)

_____ individual intelligence
_____ developmental growth measures
_____ near and far point visual screening
_____ audiometric screening
_____ listening/reading capacity
_____ psychological
_____ standardized reading achievement
_____ library/study skills
_____ informal reading
_____ group diagnostic reading
_____ individual diagnostic reading
_____ Other (Specify) _____

16. Check whether year-to-year reading records are a part of each child's cumulative folder:

_____ Yes
_____ No

17. Check whether records of each childs reading progress are made available to the next teacher:

_____ Yes
_____ No

(If yes, what kind(s) of records?) _____
_____
_____

18. Check whether any special criterion - other than chronological age - is used to assign children to particular classrooms:

_____ Yes
_____ No

(If "yes", what criterion (criteria)?)_____
_____
_____

19. Check whether pupils are in a continuous progress reading program:

_____ Yes
_____ No

(If "no", name alternative provisions made for a child not ready for the next grade or level.) _____
_____
_____

20. Check whether a reading specialist assists teachers in constructing, administering and evaluating a class-group diagnosis of pupils' desire and ability to read:

_____ Yes
_____ No

21. Check whether a reading specialist conducts an individual diagnosis of children severely retarded in reading:

_____ Yes
_____ No

22. Check whether <u>all</u> teachers using commercial instructional reading materials have the teacher's guide(s) to these materials if published:

_____ Yes
_____ No

23. Does the school make provision for continuity in basic reading skills, study skills, content-area reading skills, and independent reading through the use of curriculum guides?

_____ Yes
_____ No
Comment _____
_____

24. Are class sizes, time allotments, and assignment of pupils to instructional groups appropriate for facilitating the teaching of reading?

_____ Yes
_____ No
Comment _____
_____

25. Are physical facilities in the school adequate to meet the needs of both the instructional and independent reading programs?

_____ Yes
_____ No
Comment _____
_____

26. Are inservice opportunities for continued professional development and keeping abreast of recent trend in the teaching of reading adequate for the various members of the school staff?

_____ Yes
_____ No
Comment _____
_____

27. Does the school staff include an adequate number of competent reading specialists who:

a. Assist staff members in building and strengthening the school reading program?

_____ Yes
_____ No

b. Demonstrate use of materials and instructional techniques?

_____ Yes
_____ No

c. Help to provide important inservice opportunities for staff member's professional development in the teaching of reading?

_____ Yes
_____ No

d. Help the staff in interpreting the school reading program to the community?

_____ Yes
_____ No

e. Provide remedial/corrective instruction for underachievers in reading?

_____ Yes
_____ No

28. Is an adequate quantity of materials and equipment available for both instruction and independent/personal reading in all aspects of the school reading program?

_____ Yes
_____ No
Comment _____
_____

29. Do school records and evaluative measures reveal what teachers and pupils need to know about pupils' present desires and abilities to read?

_____ Yes
_____ No
Comment _____
_____

30. Do evaluation procedures help pupils understand the nature of their progress in reading?

_____ Yes
_____ No
Comment _____
_____

8/22/73
EB/cml

31. Check whether the school or county has developed a reading curriculum guide.

_____ Yes
_____ No

a. If "yes" to above item, how many years have passed since its development or last revision? _____

b. To what levels of school does it apply? _____
_____

c. Did classroom teachers have a part in its development?

_____ Yes
_____ No

9/5/73
EB/cml

## SCHOOL FINANCIAL RESOURCES

| FUNDING SOURCE | Total Dollars Available | Total Amount Devoted Specifically to Reading | Total for Reading Personnel | Total for Reading Materials | Total for Language Skills Activities (Exclusing Reading) | COMMENTS |
|---|---|---|---|---|---|---|
| LOCAL | | | | | | |
| | | | | | | |
| STATE | | | | | | |
| | | | | | | |
| | | | | | | |
| FEDERAL | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

TOTAL AMOUNT AVAILABLE FOR READING / TOTAL SCHOOL DOLLARS AVAILABLE = _____

PER STUDENT COST FOR READING / TOTAL PER STUDENT COST = _____

ATTACHMENT #3

METHOD TO SELECT STUDENTS

STUDENT - ATTITUDE SCALE

## METHOD TO SELECT THIRD-GRADE-LEVEL PUPILS FOR THE STUDENT - ATTITUDE SURVEY

1. The student attitude instrument will be completed by five individual pupils in your homeroom class.

2. For the selection process, it will be necessary to have available or prepare an alphabetical list of pupils in the following manner:

   a. If your homeroom class is a graded class, use an alphabetical listing of all the pupils.

   b. If your homeroom class is a multigraded class or an ungraded class, list alphabetically ONLY the names of pupils who are at a grade level equivalent to third-grade.

3. Number the pupils on the alphabetical list in consecutive order, such as: 1, 2, 3, ...

4. In the table below find the range in the left-hand column within which is found the total number of pupils on your alphabetical list. The numbers in the corresponding right-hand column designate the pupils who are to complete the student-attitude scale.

Table For Selecting Pupils

| Number of Pupils on Alphabetical List | Alphabetical Number of Pupils Selected |
|---|---|
| 15 - 20 | 3, 15, 18, 12, 2 |
| 21 - 25 | 13, 9, 20, 7, 18 |
| 26 - 30 | 22, 27, 26, 16, 9 |
| 31 - 35 | 16, 22, 33, 8, 24 |
| 36 - 40 | 23, 35, 15, 16, 21 |

5. If one of the selected pupils is absent on the day you plan to administer the attitude scale, you are asked to have him complete it on his return to school.

6. You will note that if your alphabetical list has fewer pupils than any of the random numbers in the right-hand column, you will not need to have five pupils complete the scale. It is important that these guidelines be closely followed.

7. When all the student-attitude scales have been completed, please place them in the envelope provided and mail it immediately.

Thank you in advance for your fine cooperation.

# S U R V E Y

This survey contains fifteen statements about reading. Some of the statements were made by boys and girls who liked to read, and some were made by boys and girls who do not like to read. Read one at a time and place a check (X) in the block on how you feel about it.

The best answer will be your best guess. The five choices allow you to select the closet to what you think and feel.

Do the examples below. PLACE A CHECK MARK (X) IN THE ONE BOX TO THE RIGHT THAT IS YOUR BEST GUESS ABOUT HOW YOU THINK AND FEEL.

| | Best Guess | | | | |
|---|---|---|---|---|---|
| | I Certainly Do | I Think So | At Times I Do | I Don't Think So | I Certainly Do Not |
| A. I like ice cream. | ☐ | ☐ | ☐ | ☐ | ☐ |
| B. I like to clean my desk. | ☐ | ☐ | ☐ | ☐ | ☐ |

* Be sure you know how to place a check mark (X) in the box you want.

* Place one check mark for each statement.

* Your first guess is probably your best guess.

* There are no 'right' or 'wrong' answers on this survey.

--ARE THERE ANY QUESTIONS BEFORE YOU BEGIN?--

| | Best Guess | | | | |
|---|---|---|---|---|---|
| | I Certainly Do | I Think So | At Times I Do | I Don't Think So | I Certainly Do Not |
| 1. I do not like to read in my school books. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. I can read better now than I could a month ago. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. It is fun to read silently in my school books. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. I don't think that reading is very important to me. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. I think there should be more time for free reading during the school day. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. I think reading is a good way to spend spare time. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. I wish my teacher would let me read more than she or he does in school. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. I like to have the teacher call on me to read to the class. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. I think that reading is rewarding to me. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. I would rather do other kinds of work in school than reading. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. I like to learn new words in the stories I read. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Best Guess | | | | |
|---|---|---|---|---|---|
| | I Certainly Do | I Think So | At Times I Do | I Don't Think So | I Certainly Do Not |
| 12. I think it is fun to study how to sound the letters in words that I don't know. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. It makes me unhappy to find new words when I'm reading. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. I am one of the better readers in my class. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. I wish my teacher didn't give us so much reading to do. | ☐ | ☐ | ☐ | ☐ | ☐ |

ATTACHMENT #4

TEACHER - ATTITUDE SCALE

TEACHER'S SCALE

RIGHT-TO-READ PROGRAM

This scale has been prepared so that you can provide your judgment about the Right-to-Read program conducted in your school. We would like to know if this program affected your feelings about yourself as a teacher.

CIRCLE THE APPROPRIATE NUMBER

1. I felt I was a better teacher _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

2. I had greater freedom as a teacher _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

3. My pupils learned better _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

4. I felt closer to my pupils _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

5. I enjoyed teaching more _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

6. I learned more about teaching _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

7. I learned more about reading instruction _____ the reading program.

| Before | | No Change | | During |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

ATTACHMENT #5

DISSEMINATION ARTICLES

# WHISPERING ECHOES

A publication of the West Virginia Department of Education coordinated by the Indiana University Laboratory for Educational Development

Volume 1 Winter Issue

## The West Virginia Right-to-Read Program Is on its Way

The following articles, news releases, and program descriptions have been compiled to inform educators of the Right-to-Read program in West Virginia.

*During the summer of 1973 West Virginia was recognized as a Right-to-Read state. This enabled the State Department of Education to activate a Right-to-Read project that involved seven counties in the state in a systems management approach to reading instruction. This program provides a diagnostic, prescriptive, and individualized reading program for all students.*

### RIGHT-TO-READ TASK FORCE

The State Right-to-Read Task Force met at the Daniel Boone Hotel on September 6, 1973. The members committed themselves to making speeches at their various civic educational and honorary organizations. They also committed themselves to visiting the Right-to-Read schools. Another meeting was held in December, and at that time the members of the State Right-to-Read Task Force made a progress report.

The members of the State Right-to-Read Task Force are:

Mr. Mario Palumbo
Charleston National Plaza
Charleston, W. Va. 25301

Ms. Wilma Brown
510 Maefair Drive
Charleston, W. Va. 25314

Mr. Herbert Royer
Marshall University
Huntington, W. Va. 25701

Miss Virginia Neptune
Parkersburg High School
Parkersburg, W. Va. 26101

Dr. Taylor Turner
Marshall University
Huntington, W. Va. 25701

Mr. Robert Kidd
State Dept. of Education
Charleston, W. Va. 25305

Mrs. Betty Henry
260 Parkway Drive
Clarksburg, W. Va. 26301

Mr. Tom Iles
State Dept. of Education
Charleston, W. Va. 25305

Mrs. Gertrude Boiarsky
1328 Tudor Road
Charleston, W. Va. 25314

Mr. Clemit Humphreys
State Dept. of Education
Charleston, W. Va. 25305

Dr. Ernest Bertly
State Dept. of Education
Charleston, W. Va. 25305

Mr. Gerald Perry
State Dept. of Education
Charleston, W. Va. 25305

Mrs. Marjorie Leap
Cabell County Schools
Huntington, W. Va. 25709

Mr. Joseph Lawrence, Jr.
2019 Washington Street, East
Charleston, W. Va. 25311

Mrs. Mary I. Blizzard
Dept. of Mental Health
Charleston, W. Va. 25305

Mrs. Dianna Greene
1800 Littlepage Avenue
Charleston, W. Va. 25312

Mrs. Wilhelmina Ashworth
Fayette County Board of Education
Fayetteville, W. Va. 25840

*Lorena Anderson*

*Marjorie Warner*

West Virginia's Right-to-Read effort is being spearheaded by State Supervisor of Language Arts, Lorena Anderson, and Program Specialist, Marjorie Warner. Mrs. Anderson and Mrs. Warner worked with the U.S. Office of Education and selected counties in West Virginia to organize a prescriptive teaching program in reading. Through intensive training of the staffs of seven schools across the state, they inaugurated a reading program for teaching by specific objectives.

Mrs. Anderson, a former elementary reading teacher, is a high school English teacher, and has written extensively in reading and language arts, including several popular books and filmstrips for teaching reading and other language skills. Mrs. Warner has published instructional materials for teaching reading and language arts. Before accepting a position with the state Department of Education, Mrs. Warner was an elementary teacher, principal, supervisor, and a teacher in a reading clinic.

### DIRECTORS HAVE STAFF DEVELOPMENT

A two-day Staff Development for the local directors of the West Virginia State Right-to-Read program was held in Charleston on October 29-30, 1973. The program included a talk on reporting procedures by Dr. Taylor Turner; a talk on civic involvement by Thomas Hatcher; and a report, "The Criteria of Excellence and Evaluation," by Lorena Anderson and Dr. Ernest Bertly.

"The Criteria of Excellence" was edited and refined and made ready for publication. The directors also made specific plans and set dates for complete county involvement in the Right-to-Read program.

# WHISPERING ECHOES

A publication of the West Virginia Department of Education coordinated by the Indiana University Laboratory for Educational Development

Volume 1 Spring Issue

The following articles, news releases, and program descriptions have been compiled to keep educators current on the Right-to-Read program in West Virginia.

## TRIAL AND SUCCESS

The impending formal evaluation of the Right-to-Read programs may be expected to show that children have benefited from the assessment, prescription, and individualized approach to reading instruction. Less tangible evidences of success are already apparent, some having been observable from the very onset.

With the individual school reserving the privilege of deciding whether or not to remain in the effort next year, this first year has been a trial period. However, school and individual teacher response thus far certainly indicates that persons involved are sold on the approach, even though the year has been difficult primarily due to the adoption of a new series of basal readers.

Next year should be relatively easy for teachers in both present and new Right-to-Read schools. In the present schools, the teachers will be accustomed to the new basal as well as having learned to provide the assessment, prescription, and individualized instruction necessary to the success of the Right-to-Read effort. On the other hand, new Right-to-Read schools will have only to learn to assess, prescribe, and individualize instruction. So, even greater success may be predicted for next year.

—Taylor E. Turner, Technical Assistant

## CHANGE-AGENT SKILLS IMPORTANT IN PHASE II.

Robert S. Patterson, Director of Instruction, State Department of Education, views the inclusion of the development of change-agent skills as one of the most important items in Phase II of the State Right-to-Read. Although the development of change-agent skills is not new to the Department, since the Bureau of Curriculum and Instruction staff has had training in this area, Mr. Patterson feels this is an area where continued training is essential. The Right-to-Read project provides a vehicle where necessary additional training can be given to educational leaders at the local level.

Another means of strengthening the diagnostic, prescriptive, individualized State Right-to-Read Program is the use of a humanities approach to unification of selected educational disciplines. Hopefully this might be the vehicle for integration of the now segregated subject matter found in a number of elementary classrooms.

Out of the project has also come a "Criterion of Excellence" which can and should be used by all counties for program evaluation and development of improvement projects.

## BLUE RIDGE PREPARES SLIDE TAPE PRESENTATION

To keep the public informed and aware of the Right-to-Read program at the Blue Ridge Elementary School, Jefferson County selected Right-to-Read as one of its educational programs to be highlighted in a RESA VIII publication to be distributed throughout the eight Eastern Panhandle counties. Presently, a slide-tape presentation is being prepared to use with various educational and civic groups. This presentation demonstrates just how successful this program can be with first-year students.

The faculty at Shepherdstown Elementary School is eagerly looking to the 1974-75 school term when the Right-to-Read program will be expanded to include their school. They have already begun preparations to help them get off to a good start.

*Gloria Byers and Barbara King, tutorial aides at Blue Ridge Elementary School, enjoy working with first-grade boys and seeing the progress they make as a result of the individual attention that is provided.*

# 'Right to Read' counties named

West Virginia has been chosen one of 23 Right to Read states and will receive funds totaling $87,000 from the U.S. Office of Education to improve reading instruction in elementary schools, State Superintendent Daniel B. Taylor, has announced.

The State Department of Education, as the administering agency, already has begun to meet with personnel from seven counties named by the State Department to participate in the Right to Read program.

The counties are Mason, Ohio, Fayette, Jefferson, Webster, Cabell and Harrison.

Each county will designate one of its elementary schools as a model, and the principal and teachers will participate in a staff development program prior to the opening of the fall term. The program will emphasize a diagnostic-prescriptive-individualized reading program for all students in the model schools.

Lorena Anderson, state supervisor of language arts, and Marjorie Warner, program specialist, both with the State Department of Education, have been meeting this week with the county personnel in preparation for the organization of the county plans, which also include training for aides in a tutorial part of the program. The volunteer aides will be recruited from senior citizens, parents and other lay citizens.

The designation of West Virginia as a Right to Read state is the first participation for the state in the program, with the exception of one school in Wood County. The current program is a three-year one which anticipates doubling of the number of particpating counties next year, and tripling the following year.

Assisting with this week's orientation have been Dr. Phil Harris and Dr. Ed Robbins of Indiana University. Also assisting have been members of the State Research Committee for the Right to Read Plan: Dr. Ernest Berty, State Department of Education; Dr. Thomas Hatcher, WVU; and Dr. Taylor Turner, Marshall University.

County directors of the Right to Read Program are Margie H. Leap, Cabell; Doran Bleigh, Webster; Warren Mickey, Jefferson; Betty Richards and Ruth Tucker, Harrison; Rosemary Coury, Ohio; Zelda Knapp, Mason; and Wilhelmina Ashworth, Fayette.

# Right To Read Project Visited

Leon Elementary School hosted several guests Thursday. The drawing card that attracted the visitors was the Right To Read program that is in its first year of operation.

Visitors included Dr. Ed Smith, Assistant Director of Right to Read, from the U. S. Office of Education; Mrs. Lorena Anderson, director of Right To Read from the West Virginia Department of Education; Zelda Knapp, director of Right to Read from the Mason County Board of Education; Harry Siders, President of the Mason County Board of Education; Belva Farley, Chairman of the Right to Read Task Force and Warren Keefer, Mayor of Leon.

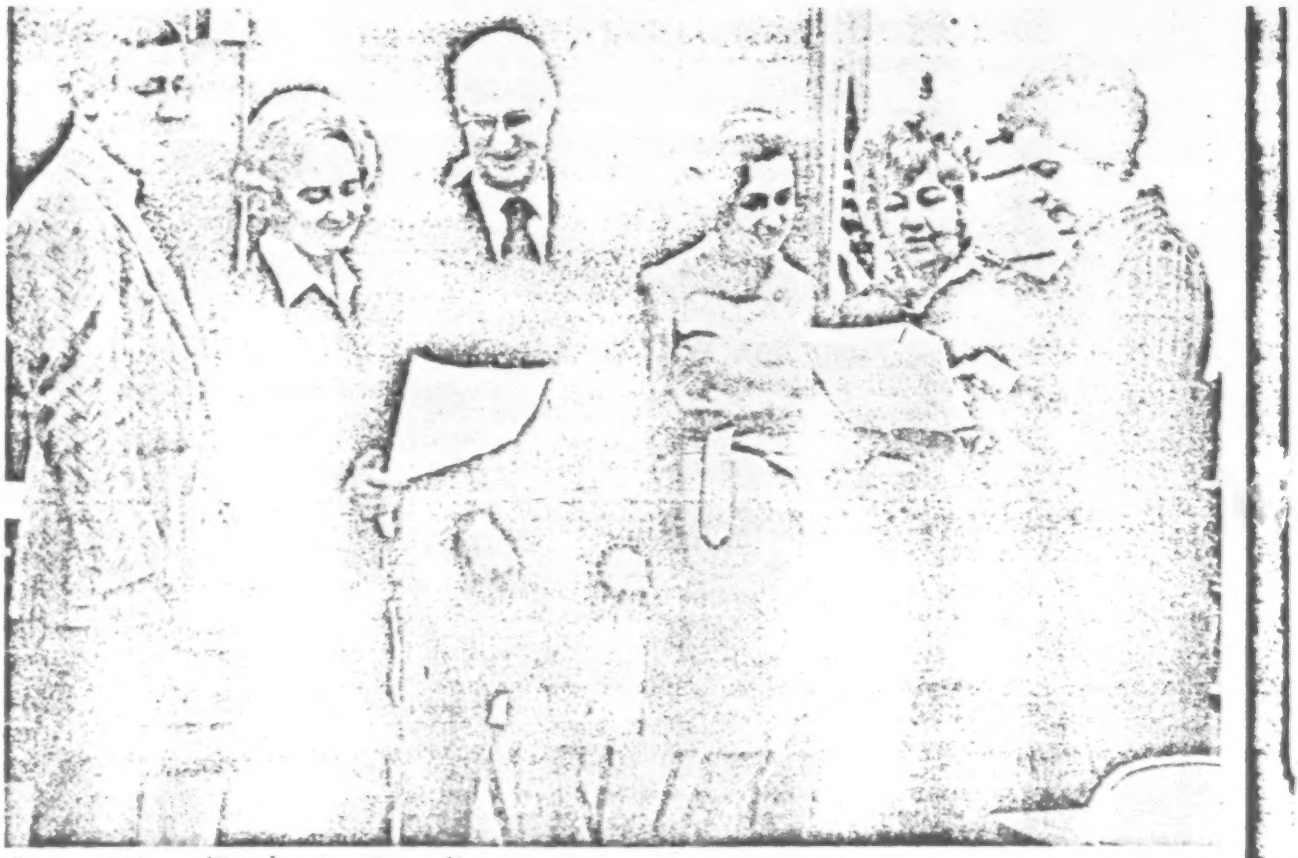
The Right to Read program is a movement in which entire communities participate in a reading program. The intent of the program is to extend to all persons, both in and out of school, the right to read. It is funded by the U.S. Office of Education and sponsored by the West Virginia State Department of Education. Leon is one of seven schools in West Virginia chosen as a Right To Read School.

At Leon, teachers involved in the Right To Read program are Carrie Green, Early Childhood Education, Hazel Carney, 1st grade, Rebecca Wood, 2nd grade, Todd Fallon, 3rd grade, Beverly Durst, 4th grade, Luella Keefer, 5th grade and Bruce Kerr, 6th grade. The Principal is Lois Shinn. Rght To Read aides are Ruth Dunning and Mary Boles in ECE.

Parent Volunteers present were Mrs. Charles Barr, Mrs. Crystal Cash and Mrs. Keith Thomas. Annabel Matheny, a retired teascher, was also present as an observer.

Mrs. Shinn conducted a group tour through each of the classrooms where they observed the children in various reading situation, viewed materials, etc.

Mrs. Paul Gerrard from Point View Cable TV convered the event and the video tape may be viewed on Channel 5 Monday evening at 7 p.m.



## Reviewing 'Right to Read' Program

**Ohio County Schools officials and reading specialists from the West Virginia Department of Education review the county's Right to Read program at an impromptu conference Wednesday at Kruger Street School. From left are Frank Dumas, assistant superintendent, Ohio County Schools; Marjorie Warner, state elementary supervisor; Harry Rice, Kruger Street principal; Mrs. Mary Marockie; Loreena Anderson, state director of Right to Read; and Mrs. Rosemary Coury, elementary coordinator, Ohio County Schools. The group reviewed the first-year pilot reading program as part of a statewide effort toward expanding the Right to Read program.**

**(Photo by Zastudil)**

# West Virginia Chosen One Of 23 Right To Read States

CHARLESTON — West Virginia has been chosen one of 23 Right to Read states and will receive funds totaling $87,000 from the U. S. Office of Education to improve reading instruction in elementary schools, State Superintendent Daniel B. Taylor has announced.

The State Department of Education, as the administering agency, already has begun to meet with personnel from seven counties named by the State Department to participate in the Right to Read program.

The counties are Mason, Ohio, Fayette, Jefferson, Webster, Cabell and Harrison.

Each county will designate one of its elementary schools as a model, and the principal and teachers will participate in a staff development program prior to the opening of the fall term. The program will emphasize a diagnostic-prescriptive-individualized reading program for all students in the model schools.

Lorena Anderson, state supervisor of Language Arts, and Marjorie Warner, program specialist, both with the State Department of Education, have been meeting this week with the county personnel in preparation for the organization of the county plans, which also include training for aides in a tutorial part of the program. The volunteer aides will be recruited from senior citizens, parents and other lay citizens.

The designation of West Virginia as a Right to Read state is the first participation for the state in the program, with the exception of one school in Wood county. The current program is a three-year one which anticipates doubling of the number of participating counties next year, and tripling the following year.

Assisting with this week's orientation have been Dr. Phil Harris and Dr. Ed Robbins of Indiana University. Also assisting have been members of the state research committee for the Right to Read plan: Dr. Ernest Berty, State Department of Education; Dr. Thomas Hatcher, WVU; and Dr. Taylor Turner, Marshall University.

County directors of the Right to Read Program are Margie H. Leap, Cabell; Doran Bleigh, Webster; Warren Mickey, Jefferson; Betty Richards and Ruth Tucker, Harrison; Rosemary Coury, Ohio; Zelda Knapp, Mason and Wilhelmina Ashworth, Fayette.